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ABSTRACT

This document reports on the first year of operation of Project ARJO: Academic Recovery through Job Opportunity, a program developed by Sandy Union High School District #2 in Sandy, Oregon under a Title VI Excellence in Education grant from the U.S. Department of Education. The primary objective of Project ARJO is the academic recovery of potential and actual high school dropouts between the ages of 15 and 21 through employment/education linkages. The project's multi-agency approach to achieving this objective is explained, including the development of an off-campus employability skills/job search office, the cooperation of social service agencies, and the use of the resources of Sandy Union High School, particularly the Career Development Center. The population of academically disadvantaged and at-risk students targeted by the project is described and three educational alternatives offered to participants are discussed. This report provides a review of the philosophy, methodology, and day-to-day procedures which were used to develop and operate the program. It contains sections on the background of Project ARJO, a detailed discussion of the treatment process used, the Sandy Union High School Career Development Center, qualitative results of Project ARJO, program responses and adaptation to local conditions, and quantitative outcomes of the project. (NB)

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REPORT ON FIRST YEAR OF OPERATION OF PROJECT ARJO - "ACADEMIC RECOVERY THROUGH JOB OPPORTUNITY"

Sandy Union High School District #2
17100 Bluff Road
Sandy, Oregon 97055

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Section A: Introduction to Project ARJO

This is the report for the first year of operation of Project ARJO: "Academic Recovery through Job Opportunity." Sandy Union High School District #2 in Sandy, Oregon, established the project under a Title VI: Excellence in Education grant from the U.S. Department of Education. The primary objective of Project ARJO, as proposed in the grant, is to academically recover potential and actual high school dropouts, ages fifteen to twenty-one years, through employment/education linkages.

Project ARJO has been designed to accomplish the objective through a multi-agency approach including: (1) the development of an off-campus employability skills/job search office; (2) social service agencies; and (3) the utilization of the resources of Sandy Union High School, particularly the Career Development Center.

Youth targeted for the program are academically disadvantaged or at-risk. Such individuals generally fall into one or more of the following categories: (a) perform below grade level in reading, writing, or mathematics; (b) have been unable or unwilling to adapt to the traditional classroom environment; (c) lack motivation to learn; or (d) have experienced attendance problems. In terms of employment, the youth (e) have not developed marketable vocational skills and (f) will encounter difficulty in locating and keeping a job without special assistance. However, any youth who is interested in the program can enroll since this encourages widespread participation by the community and prevents stereotyping of clients.

In the establishment of a support system for the individual through a client-centered vocational counselor at the off-campus office, related support services, and actual employment experience, Project ARJO seeks to retain or return the client to an educational environment. Through the Project, there are three educational alternatives offered. The first is re-enrollment in a regular high school program at Sandy High School or elsewhere.

Another option is enrollment in a high school completion program leading to General Equivalency Degree (G.E.D.) through the local community college. The G.E.D. classes can be taken on the college campus located twelve miles away in Gresham or at a site in Sandy two nights per week. A third option is enrollment in a modified high school completion program such as that available through the Tri-City Alternative School located about twenty miles away in Oregon City.

Section B: Background of Project ARJO

In order to provide information on Project ARJO which can be used to replicate the program in other localities, a narrative format is employed in the report. This means that a descriptive style is used to report the establishment and development of the Project, the results and any unanticipated outcomes.

The Sandy Union High School District encompasses an area of over 700 square miles in Clackamas County, Oregon. According to recent estimates, the town of Sandy has a population of approximately 3,500 within its incorporated limits. The area served by the high school is mostly rural and mountainous, consisting of small owner-operated farms and businesses. Some students live in isolated locations nearly forty miles from the high school, which provides bus transportation. Timber production is the only large-scale industry, but independent owner-operated logging enterprises also predominate in this business.

Sandy Union High School enrolls over 1200 students in grades nine through twelve from five separate elementary districts, each of which has its own administration and school board. A staff of seventy teachers at the high school provides a diversity of courses for a comprehensive educational program, including ten approved vocational clusters. Statistics for the graduating class of 1986 show that 34% of the incoming freshman in 1982 did not graduate with their class, nor did they request to have their academic records sent to another educational institution. Such a transcript request is necessary to effectuate a transfer to another school.

Due to the high dropout rate, Sandy Union High School, the community, and several agencies cooperated to provide the local support and technical assistance necessary to secure the grant from the U.S. Department of Education. The steering committee, composed of the agency representatives, became the Project ARJO Advisory Board after the award of a $20,000 grant in July, 1986. Also the Board secured the local thirty percent match which produced a budget of over $26,000, including in-kind services. The funding provided for office rent, cost of utilities, purchase of equipment and supplies, expanded services from the Career Development Center, and salary for a part-time clerical assistant.

Members of the Advisory Board as of September 30, 1987 were Dennis Crow, Principal of Sandy Union High School; Darrell Dempster, a local realtor and community leader; Betty Rankin, youth employment specialist for Clackamas County Employment,

Training and Business Services (the Job Training Partnership Act Agency). Also on the Board were Dr. Mark Mullins, a local chiropractor and service club representative; Kathy Walter, community resource specialist for Parrott Creek Ranch Family Services; and Phyllis Rader, a local businesswoman and Sandy Chamber of Commerce representative. Other members were Tom Reber, the City Manager of Sandy; and Dr. Welcome Rumbaugh, the Director of the Sandy Union High School Career Center. The Board meets monthly to assess progress and provide local community oversight of the grant.

Parrott Creek Ranch Family Services was instrumental in the development of a proposal for ACTION, the federal agency which administers the VISTA program (Volunteers in Service to America.) VISTA was created by the Economic Opportunity Act of 1964. It provided full-time volunteers to help communities overcome the problems of poverty through the mobilization of resources and involvement of the low-income population in the development of solutions.

The Volunteer served for a specified time and received a subsistence allowance to help meet basic needs. In operation, VISTA resembled a domestic version of the Peace Corps. The assignment of a VISTA Volunteer, whose stipend was paid by the federal government, allowed part of the Project ARJO funding to be used to provide additional services from Career Center Director, Dr. Welcome Rumbaugh.

Off-Campus Center

A significant feature of the Project ARJO design has been the development of an off-campus center where intensive Job Search and Employability Skills Workshops could be offered to youth. The center was located in an office in downtown Sandy so that it would be accessible to anyone who was interested. Such a location had been intentionally chosen to overcome the alienation or suspicion which many dropouts and at-risk youths might feel toward a program housed at Sandy High School. Another advantage was that the office could be open after school hours so that more individuals would be able to attend.

Gary Knepper was the VISTA Volunteer assigned through ACTION and Parrott Creek Ranch Family Services, the VISTA sponsor, to develop the off-campus office. The Project ARJO Advisory Board decided to pattern the ARJO office after the Job Club in Oregon City, Oregon, a summer youth employment program which had proven very successful. Two of the agencies represented on the Advisory Board, Parrott Creek Ranch and Clackamas County Employment, Training, and Business Services,

had helped fund that effort. Therefore, Mr. Knepper underwent training at the Oregon City Job Club during the last week of June, 1986. The program was located over twenty miles from Sandy in another part of Clackamas County.

Mr. Knepper had a Bachelor of Arts degree in Sociology and Criminal Justice. Additionally, he had done graduate study in Human Resource Management and Social Welfare. He had been a college teaching assistant and had experience with youth. Finally, he had worked with low-income individuals and community-based organizations.

Outreach

Since the new office in Sandy was due to open on July 7, 1986, in the middle of summer, publicity was needed to acquaint potential participants and employers with the program. As a result, Mr. Knepper drew upon his previous experience as a community organizer to conduct an outreach campaign. Fliers and business cards were prepared and printed. (See Attachments #1 and #2.)

Over 3,000 fliers were distributed at various summer events such as the July 4th holiday festivities; the Sandy Soap Box Derby; the Sandy Mountain Festival and Parade; and the public events of local service clubs. Several hundred fliers were also handed out after the services of local church congregations. Cards and fliers were also placed in high traffic locations such as city hall, the library, the youth center, and grocery stores.

The outreach effort was the most effective tool to acquaint the community and local businesses with the new resource available. Due to the campaign, a steady stream of information requests and participants were generated throughout the summer. The publicity was especially suited to attracting dropouts with few, if any ties, to the high school or more conventional sources of information. Word of mouth also attracted transient youth and those living in very marginal circumstances. Additional outreach activities were conducted as needed throughout the fall and winter to reach persons who could use assistance.

Publicity was also provided through the local media. The Project ARJO grant was announced in the July 24, 1986, issue of the Sandy Post. (See Attachment #3.) In order to further inform the public, Mr. Knepper was interviewed on July 31, 1986, by the local newspaper reporter. The story appeared in the August 14th issue of the Sandy Post and the August 13th issue of the Gresham Outlook. (See Attachments #4 and #5.)

The Advisory Board had rented a location and provided temporary furnishings, telephones, supplies, etc. so that an off-campus office in downtown Sandy could open on July 7, 1986. Gary Knepper conducted the first session of the Job Search and Employability Skills Workshop on July 9th. Even though the administrative title of the program was "Project ARJO", the office was entitled "Job Club." The latter designation more accurately signified the fact that the client was not alone in looking for employment.

Rather, the person became part of a group or network of individuals seeking a job. Participants assisted each other in the process and offered mutual support and reinforcement during the sessions. The approach had worked well with youth from a variety of socio-economic and educational backgrounds at the Oregon City Job Club. In the design of Project ARJO, the method was hypothesized to be particulary effective with at-risk youth who had experienced frustration or failure in other environments. The method is explained in Section C: "Detailed Discussion of Treatment."

During the summer of 1986, the Job Search and Employability Skills Workshops were held at 1:00 P.M. The schedule allowed Mr. Knepper to use the mornings to handle matters such as outreach, contacting local employers about job leads, and other administrative tasks. In the fall of 1986, a part-time clerical assistant was hired to perform the receptionist and office duties after a client base had been established.

The new assistant also allowed for expanded office hours. After experimentation, the staff found that office hours of 9:00 A.M. to 5:00 P.M. Monday through Friday were the best for both clients and for job-hunting. Occasionally appointments were scheduled on Saturday if an individual could not come during the week.

Involvement of Other Agencies

Project ARJO was also designed to initiate and to develop working relationships with public and non-profit agencies which could assist clients, as needed. Therefore, Mr. Knepper began the contact process with the monthly meetings of the Clackamas County Information and Referral Network in Oregon City. The Network provided an excellent introduction to agencies and services. Such contacts were especially valuable since Mr. Knepper was new to the state of Oregon. In addition, most of the agencies were concentrated in Oregon City, the Clackamas County seat, or in other locations which were fifteen to twenty miles from Sandy.

Agencies which were very helpful included the Mt. Hood Community College Placement/Employment Office in Gresham; the Clackamas Community College Placement Office in Oregon City; and Clackamas County Employment, Training, and Business Services - the JTPA service provider. Others were the Community Action Agency in Sandy and Oregon City; the Clackamas County Social Services Division in Oregon City; and Parrott Creek Ranch Family Services in Marylhurst.

Mr. Knepper also attended meetings of the Youth Services Team, a multi-disciplinary effort to assist youth ages twelve to eighteen who had chronic social/psychological/behavioral problems. Agencies contacted later included the Job Opportunity Bank in Portland, the Clackamas County Association of Retarded Citizens and the Oregon State Employment Division, for example.

Career Development Center

The third component of the Project ARJO design was the Career Development Center at Sandy Union High School. Dr. W.A. Rumbaugh, the Director, provided a variety of career planning, guidance, and assessment services to high school students. In addition, he devoted about twenty percent of his time offering professional support services to the Job Club.

Through the linkage with the Career Development Center, youth who could benefit from the Job Club approach were referred to the program. Individuals who had dropped out could receive assistance from Dr. Rumbaugh at the Job Club office since many might not want to visit the Career Center on the high school campus. More information on the operation of the Career Development Center and its relationship to the Job Club is presented in Section D.

Section C: Detailed Discussion of Treatment

The treatment process used by Project ARJO at the Job Search and Employability Skills Workshops is based primarily upon the Job Club model originally developed for unemployed adult workers. The Job Club Counselor's Manual: A Behavioral Approach to Vocational Counseling by Nathan H. Azrin and Victoria A. Besalel (University Park Press, Baltimore, MD, 1980) provides the academic framework for the Job Club method. It provides the philosophy, guidelines, and procedures for use in the organization and operation of a Job Club.

The model of Azrin and Besalel is grounded upon a behavioral approach to job counseling. Participants are referred to

as "Job Club members", and the common goal is to enable each person to find employment effectively. Consequently, the emphasis is upon assisting the individuals to develop the behaviors necessary to accomplish the goal.

In the Job Club, every job seeker is viewed as employable. It is the responsibility of the Job Club counselor to assist each member in learning the steps in a successful job search. Rather than formal lectures, the primary emphasis is upon learning the most appropriate job search methods through a role-playing and participation process with the other members at the Job Club sessions. (These sessions are the Job Search and Employability Skills Workshops which were mentioned earlier).

During the summer, the sessions are held at 1:00 P.M. For the school year, sessions are held at 1:00 P.M. for out-of-school youth and at 3:30 P.M. for students in high school. Additional sessions are scheduled as needed. Individual assistance is also provided on a flexible schedule to accommodate the needs of particular Job Club clients.

Experience at the Oregon City Job Club demonstrated the importance of having ten to fifteen job leads posted on the blackboard in the office before each new session. Such listings are a powerful tool to motivate applicants in their own employment search by letting them know there are positions available for which they may apply. The Job Club counselor obtains the leads by contacting employers directly and by using the Mt. Hood Community College Placement/Employment Office, Oregon State Employment Division, and Clackamas County Employment, Training, and Business Services, among others.

A copy of the Job Club Manual used for the Job Search and Employability Skills Workshop sessions has been included in Appendix A. Mary Sue Evers, who directed the Oregon City Job Club during the summers of 1985 and 1986, completely rewrote the lengthy manual proposed by Azrin and Besalel after the summer of 1985. The original was intended for the general adult population and was too complex and technical for youth ages fifteen to twenty-one. Ms. Evers simplified the wording, shortened a two-week process to three days, and added specific Clackamas County job-hunting information.

She found that short sessions of about an hour the first day and thirty to forty-five minutes on succeeding days were appropriate for the attention span of youth. The preceding was even more apparent in Sandy where a majority of the clients were dropouts, educationally at-risk, or economically

disadvantaged. Such individuals would not return to the Job Club if it too closely resembled a school situation where many had experienced failure or alienation.

Sessions

The Job Club Manual provides step-by-step information on finding a job. At the sessions, two to four members typically attend. Due to the special needs and backgrounds of most clients in the Sandy area, workshops of such small size provide for the personal attention and interaction necessary to assist youth to find employment. If an individual has difficulty comprehending the Manual or has a schedule conflict, a special session can be arranged for him/her. In that case, the counselor would participate with the client in the role-playing activities.

A new Job Club session typically begins each Monday. At that time, the counselor briefly explains how the program works. Additionally, each person is asked to complete a background questionnaire which provides information about past work experience, educational plans, future job interests, hobbies, etc. (See Appendix B.) The responses are used to help prepare resumes and match clients with future job leads.

The "Counselor-Job Seekers Agreement" on page one of the Manual serves as a quick guide to the services offered at the Job Club. Rather than dwelling on the list or explaining each item in detail, the page serves as a reference for what will be covered in the sessions. Since the Job Club emphasis is on learning by doing, the "brief talk rule" is observed. (Azrin and Besalel, p. 10.) That is, a procedure is explained for a short time by the counselor, then the client participates in the activity as is illustrated by the telephone role-playing exercise below.

A directive approach to counseling is used at the Job Club. There are specific activities which the members must learn to be successful in securing employment. (See Manual, p. 2.) In the sessions, the staff maintains a supportive and encouraging environment for youths. Throughout the job search process, the Job Club counselor reinforces the correct responses by offering praise and approval. Any progress made, no matter how small, is rewarded through verbal recognition. By repetition and practice, the activities most likely to result in employment are encouraged.

At the beginning of a new session, the participants are briefly informed about job leads and the sources from which

they can be developed. As outlined on pages 4-5 of the Manual, leads come primarily from (1) friends and relatives; (2) the Job Club; (3) the Oregon State Employment Service; (4) newspapers; (5) telephoning employers; (6) contacting businesses in person. Each of the preceding activities is covered during the Job Club sessions.

The most important part of the Job Club method stresses the techniques necessary to penetrate the "hidden job market." The term refers to the fact that approximately eighty percent of job openings are not advertised in newspapers or formally publicized, especially for entry-level positions. Therefore, to be successful, job hunters must learn how to contact employers directly to obtain leads about possible openings and how to use their network of friends and relatives.

Because of the hidden job market, clients are advised to spend no more than ten to fifteen minutes each day looking at the classified section of the newspaper. They learn how to target their search of the "help wanted" section by focusing on such categories as "general labor", "landscaping", "retail", and "restaurants", for example. Job Club members are urged to review the ads in the local Sandy Post and Gresham Outlook before spending time on The Oregonian, the statewide newspaper published in Portland. Due to the limited transportation and employment experience of most clients, the local publications are more likely to have openings for which such persons can qualify.

In the Job Club process, the counselor is not viewed as a supervisor or a critic, but as a facilitator who provides help and encouragement to the client. An excellent example of the approach is role-playing used for telephone cold calls. (Manual, p. 5). Telephone cold calls are one of the ways used to develop job leads. Potential employers are identified through targeting the type of business where the client would like to work. A youth who wants to work at a shoe store, for example, would look under the "Shoes-retail" listing in the "yellow pages" section of the telephone directory.

As part of the practice in learning the behaviors which result in a job, Club members role-play the telephone cold call to a business. One person or "buddy" plays the role of an employer who is being contacted about a job. Another member assumes the part of a job-seeker. Through the use of a standardized telephone script (Manual, p. 6A), each person learns the actions and procedures which are most effective in obtaining a job lead. After discussion with the counselor

and other Job Club members, the two participants change roles to reinforce what has been learned. Then each person begins to call actual employers/businesses.

Job Club members at the sessions offer support through noting the parts of the role-playing exercise which the person has done well. The use of continuous positive reinforcement for correct responses helps to modify inappropriate behavior. ("Inappropriate" refers to actions which impair or hinder the opportunity to get a job and is not used in a pejorative sense.) Individuals who have difficulty mastering details of the job search can practice more intensively during a private session with the counselor. Such a meeting can also lessen feelings of embarrassment or potential failure.

A telephone check list (Manual, p. 7) is also used so that each role-player can compare his/her performance to the standard which has proven successful in making job contacts. Both the checklist and telephone script emphasize talking directly with the manager (or the department head in a large organization.) Such an individual has the information about current or future job openings. The technique is especially effective for the small businesses, retail stores, and restaurants in the Sandy area.

When the manager comes to the telephone, the caller does not ask about job openings. Rather, the individual explains his/her qualifications and interest in the particular business. Then the caller asks the manager for an opportunity (interview) to talk about possible openings. In this way, the manager is not immediately put on the defensive in case an opening is only tentative or if current business conditions do not appear to justify filling the position now. (Azrin and Besalel, p. 57). If nothing is available, the Job Club client mentions that he/she will check back in a week or so in case an unexpected opening becomes available (Manual, p. 6A).

Even if the manager states that he/she does not anticipate any openings in the foreseeable future, the caller can ask if the person knows of any job leads or contacts among similar businesses or other employers. In this way, the caller can find out more information about the hidden job market. If, for example, the manager mentions that the caller could contact "Jane Doe" at "ABC Sports Shop", the Job Club member asks if the manager's name may be used as a referral source. In this way, the caller has obtained a new lead and established an introduction to another manager or department head.

A similar approach is used for securing leads through friends and relatives. On the average, over fifty percent of job openings are filled through this informal word-of-mouth network. Thus, the Job Club prepares members to take advantage of this important resource. Each person is asked to list as many people as possible who might have information about potential job openings. (Manual, p. 6). (Originally each client was asked to list ten people, but that request was changed since many youth were new to the area.) Then role-playing is used to acquaint each member with the most effective techniques for finding job leads from their friends and relatives. (Manual, p. 5).

After each call to a business, friend, relative, etc. the result is entered into the Job Leads Log. (Manual, pp. 8 and 9.) The record serves to streamline and guide the employer contacts on succeeding days. Additionally, the Log serves as a reminder list for returning phone calls if requested by the employer and for noting the times when applications are being accepted. Interview appointments can also be recorded on the Log. The Job Club has found that one central record is necessary for storing the preceding information. Otherwise, many clients would simply put a note on a piece of paper which, some youths have discovered, may be easily lost.

By using the Log, clients can more effectively share job leads with other members. The sharing of leads is a very important part of the interactive process at the daily sessions. Such activity helps to reinforce the support group nature of the Job Club. Members discover that working together and participating in a joint effort offers dividends for all. Sharing can provide opportunities for clients who did not find job possibilities that interested them. The new leads can help to increase the motivation of other job seekers in the Club.

As indicated on page 2 of the Manual, individuals practice a wide range of activities. In addition to those mentioned previously, clients (1) learn how to correctly complete job applications; (2) develop a resume; (3) become familiar with the Oregon State Employment Service; (4) practice employment interviewing; and (5) apply for the local Job Training Partnership Act Program; if they are eligible; (6) the youth also learn about their responsibilities on the job and what the employer expects of them, if they have not received such information previously through the Career Development Program at Sandy High School. (See Section D.)

Revised Teaching Methodology - Shared Praxis

As mentioned in the previous section, Mary Sue Evers of the Oregon City Job Club rewrote the Job Club Manual after the summer of 1985 especially for teenaged job seekers. However, both she and Gary Knepper of Project ARJO were concerned that some youth still seemed disinterested in the Job Club process during the summer of 1986. As a result, Ms. Evers developed a new teaching methodology based upon her graduate studies which complemented and improved the Job Club orientation.

Her approach was based upon the "Shared Praxis" method of Thomas Groome of Boston College. Groome developed it in his book Christian Religious Education: Sharing Our Story and Vision (Harper and Row, New York, 1980). Even though Shared Praxis originated in religious education, Groome used the techniques in a variety of settings including seminars for university administrators and faculty. In adapting the procedure to the Job Club, Ms. Evers was fastidious in using only the secular methodology and process.

"Praxis" refers to the joining of reflection and action. That is, the approach is based upon learning by doing and learning from what a person has already done. "Shared" Praxis works through encouraging individuals to reflect upon their own experiences, comparing these with the experiences of others, and then formulating their own ideas and plans for action from these reflections.

Shared Praxis is a distinct alternative to the "banking" concept of education in which a teacher deposits ideas and information into the mind of a student and hopes that some interest develops. The new approach enhances the Job Club orientation. Shared Praxis serves as an excellent introduction to the Job Club methodology. Both philosophies treat persons as individuals who have ideas and information to contribute based upon their own perspectives and backgrounds.

Through both the Shared Praxis and Job Club approaches, the counselor encourages the client to reveal what he or she may already know or suspect. When discovery comes from within the person based upon prior experience, the knowledge belongs to that person and serves as an internal motivator. The individual is then able to make a more direct link between the Job Club methodology and his/her personal status.

As opposed to the straight lecture method, Shared Praxis consists of six movements:

I. Focusing Activity
II. Examining Experience
III. Critical Reflection
IV. Instruction
V. Appropriation
VI. Response

I. Focusing Activity

This step involves focusing the attention of the client so that he or she is not attempting to take on the whole world at once. The focus at the Job Club is on finding a job and finding it quickly. Support services and assistance are geared to this objective.

II. Examining Experience

Clients are invited to look at their own job-hunting experiences. Their expression can vary in both content and form. Thus, the persons may express what they already know about job hunting, how they feel about it, how they understand it, or how they have been doing it. The critical factor is to encourage the applicants to think about what they presently know about job-hunting. Such effort serves as a starting point in the Job Club process.

III. Reflection

The purpose of the third movement is to have the clients reflect together on what they have expressed about their own job-hunting experience in step two above. Thus, the Reflection step attempts to bring together the participants to see the meaning and implications of their job-hunting experiences.

Additionally, the step helps Job Club members share their commonalities, frustrations, and new ideas. Clients also are able to understand that they are not alone in the job search process. The Job Club serves them as a support group. The Club also serves as a continuing resource for them and their friends when they need help in the future.

Along the same line, the Reflection step invites the clients to use their reason in order to understand their experiences and to perceive the causes and meanings for particular outcomes. The Reflection

process often begins with a "why" question: "Why do you suppose the results of your job search have not been better?" Reflection often ends by asking the members to use their imaginations: "What could you do differently to make the job-hunting process work better for you?"

IV. Instruction

The purpose of this movement is to present the specific Job Club activities as detailed in the Manual. As has been indicated, the Job Club approach is conducted in a supportive, encouraging manner. Rather than saying to the clients, "This is what you should do to get a job," an interactive methodology is used. Thus, the counselor may say, "Here is what we have found works very well in finding a job, what do you think about this?" The instruction not only explains the Job Club approach, but also proposes a shared vision of what the Job Club member can accomplish using the new techniques which have been learned through role-playing and participation.

V. Appropriation

This step enables the clients to adapt the Job Club techniques to their own life situations and, thus, internalize the process. The Shared Praxis procedure began with an examination of life experience and now, having encountered the Job Club method, the clients are again encouraged to apply it to their personal situation. The techniques learned provide transfer skills which will serve the individuals well in the future. In addition, the confidence gained can provide an important impetus to improve other areas of their lives, such as educational attainment. The success of finding a job may be the only time in their lives that they have had significant accomplishments.

VI. Response

In the sixth stage, the members respond to what they have learned through doing the telephone work, resume preparation, interviewing, etc. Because of the merging of the Job Club and Shared Praxis philosophies, the motivation to conduct the job search begins to come from within the client, rather than depending solely upon the efforts of the counselor.

The above stages are movements, not just steps. They do not need to be done separately, or in sequence, as long as all are done. The movements can be carried out within each Job Club activity so that the learning experience is remembered and effectively internalized.

Specific Examples of the Job Club/Shared Praxis Methodologies Discussed Above:

I. Focusing Activity

Much of this has already been done: the clients have already been looking for jobs. Chat informally with them about their age, school, interests, what they want in a job, what they have been doing so far in their job hunt.

II. Examining Experience

a. Give each Job Club member a piece of paper and have them write:

What have they done so far to look for a job? (Where have they checked so far? What methods have they used? - newspapers, gone door-to door in commercial areas, asked friends.)

b. Go around the room, have each member identify himself/herself to the group and talk about the individual job hunt and how well it has worked.

III. Reflection

Question:
*What methods have you been using?
*What do your job searches have in common?
*It seems as though you haven't been finding jobs. Can any of you think of some reasons why?
*What could you do differently that would make the job hunt work better?

IV. Instruction

This is the information presentation phase done slowly, with much interaction and learning-by-doing through role-playing, etc. The counselor constantly reinforces those behaviors which are most effective in securing a job. A non-threatening and non-judgmental environment is created so that the individuals

can learn without the fear of failure to which many have been subjected in other situations.

The counselor stresses that the Job Club helps give the individual more control over the job hunt by teaching the person how to market himself/herself to the employer. This is accomplished by:

1. Making applications stand out by calling an employer first, then sending or delivering a professional-looking resume. Also the person is briefed on how to complete a sharp application.

2. Finding out about jobs before they are advertised by direct telephone contact, talking to friends and relatives about possible openings, and sharing job leads with other Job Club members.

3. Using organizations and agencies to the best advantage: Job Training Partnership Act programs, community college placement offices, the Employment Service, high school career centers, and newspapers, among others.

4. Helping each person directly by calling and referring him/her to job leads that the Job Club finds.

V. Appropriation

Questions: *What parts of the job search process are you starting to see and understand better?
*What are some things that you might want to change to make the job-hunt work better?

The member can look at the Job Club Activity Checklist on page two of the Manual to help keep track of the progress that has been made. The Checklist and Job Leads Log are good ways to focus the job-hunt.

VI. Response

Help the Job Club members with the various tasks in the Manual such as telephoning, resume preparation, interviewing, and associated activities. The counselor serves as a resource in assisting the individuals with their own job searches.

Shared Praxis has also been used effectively in answering telephone inquiries about the Job Club. Rather than overwhelming callers with specific details about the sessions and procedures, the staff uses a shortened version of the Shared Praxis movements:

1. "Have you been looking for work long? What kind of job are you looking for?

2. How has it been going?

3. It sounds like we can help. We use a method to teach you a whole new approach to job-hunting. It puts you more in control of looking for a job. You work in a group so you're not doing it all on your own.*

4. How does that sound to you?

5. If you're interested, we can sign you up for the session on Monday."

*When the callers ask, "What kind of jobs do you have?" - a good response is similar to the following:

"We have job leads coming in from many different sources. We will do everything possible to help you find a job, but we can't place you directly in one. However, people who have gone through the Job Club have been very successful in getting jobs."

Integration of the Shared Praxis orientation into the Job Search and Employability Skills Workshops complemented and improved the Job Club methodology. Client motivation increased by making the quest for employment seem less threatening. After the introduction of Shared Praxis, the youths began to take a more active part in the training. The individuals started to look for job leads on their own, rather than waiting for prompting from the counselor at the sessions.

Section D: <u>Career Development Center</u>

Sandy Union High School through Dr. W. A. Rumbaugh has established a Career Development program which involves regularly scheduled group and individual counseling and guidance. A total of over sixty-five hours of instruction is given in specified required classes and the Career Center over a four-year period. The program relies heavily upon the Career Information System (CIS) developed by the University of Oregon.

(See Appendix C for a schedule of Activities.)

In ninth grade, the students receive an orientation to the Career Development system during Health and Science classes. The youths become acquainted with the multiple career information sources and materials available through the Career Center and CIS. During the year, the freshmen take the General Aptitude Test Battery (GATB) to begin to focus their career interests. The GATB and Quest program (explained below) are used to begin the career search process for freshmen.

The information sources, GATB, Quest, and the "Unlocking Your Potential" educational television series used by Dr. Rumbaugh help students to learn decision - making skills. Such activities provide a basis for participating in the goal-setting sessions led by Dr. Rumbaugh. Ninth graders are helped to establish tentative short-term and long-range goals. In this way, the students begin to identify factors which influence career decisions and career plans.

The Quest program from the University of Oregon Career Information System is a particularly effective tool to illustrate to students how personal preferences, values, and interests can affect career choices and options. Quest asks for responses to questions in several categories such as "Nature of Work", "Abilities", Educational Preparation", "Earnings", "Working Conditions", and "Location". The answers selected tend to progressively restrict the career choices available. (Quest is available on a personal computer.)

For example, in the "Nature of Work" category, one question deals with "change":

> "On some jobs you must move often from one task to another and use several different skills. Would you want to do this type of work?
>
> Yes, I would.
> No, I would not.
> No preference or I'm not sure."

An answer of "No" would eliminate many job classifications.

The narrowing of options is directly illustrated by the computer which provides the number of occupational clusters remaining after each question is answered. At the beginning of the Quest program, 265 occupational categories are included, which cover about 95% of the employment of Oregon.

However, some students exhaust the classifications before coming to the end of the program. Then the counselor assists the individual to review the previous responses to learn how particular preferences eliminated large numbers of career options.

Such a process is particularly striking for a question dealing with "Working Conditions", as the following question indicates:

> "Where would you like to work?
>
> Mostly indoors or under shelter.
> Mostly outdoors.
> No preference or I'm not sure."

By answering "Mostly outdoors" a majority of occupational classifications are eliminated.

Dr. Rumbaugh and the high school counselors interpret the results of the Quest and GATB exercises for each person. In this way, the student can select a tentative career area for exploration.

Along the same line, Sandy High School offers Self-Image Seminars to the freshmen. The seminars are led by successful individuals in different occupations to help the students identify career options. All of the activities provide information necessary to guide the choice of high school courses and to develop a tentative individual educational plan. In succeeding years, the plan will become more directly related to a proposed career choice and post-secondary training, if appropriate. In total, twenty-six class hours are devoted to career development in ninth grade.

In tenth grade, students participate in individual assessment, self-evaluation, personal projection, and occupational search during English classes. Dr. Rumbaugh works with them in groups, as well as individually at the Career Center, to begin to focus their career searches. The students learn to compare individual interests and abilities with the characteristics of different career options. Through use of the Career Center resources, students learn of the educational preparation and/or experience required for particular occupations.

Career Day is held at Sandy High School to assist the individual Career Development process of the sophomores. Each student is able to attend short seminars with representatives of a wide variety of occupations. During the year,

the individual educational plans of the students are reviewed and updated to reflect changing career goals. Twelve hours of class time are devoted to Career Development during the sophomore year.

For juniors, counselors review the results of aptitude tests from previous years. Then students again take the General Aptitude Test Battery (GATB) and an expanded version of the Quest program. These results and personal conferences with the guidance counselors are used to develop revised individual educational plans and new post-secondary outlines, if appropriate. The updated assessment information helps students to refine their career choices.

An important part of the Career Development program for juniors is the employability preparation training offered as special units in the required Personal Finance classes. As part of the process, students research, identify, and tentatively select a training or educational program, as needed, for their career interest area. The Career Center has extensive information on apprenticeships, vocational-technical programs, military careers, community colleges, and four-year institutions.

Juniors also learn the appropriate steps for entry-level employment in their career interest area (after training, if required.) A range of topics is covered, such as use of the Oregon State Employment Service, private and nonprofit employment agencies, and employee organizations, such as unions and professional associations. Students also develop resumes and undergo extensive classroom interview practice. Then employer representatives from the area come to the school to conduct simulated job interviews. The simulation is videotaped for a later critique.

Students also become familiar with the requirements for success on the job. The juniors learn about the expectations of the employer. Examples are cooperation, honesty, initiative, a positive attitude, a willingness to learn and follow directions, dependability, etc. Class members also receive information concerning the responsibilities of the employer to the employees. Some of these are payment of wages, safe working conditions, training, evaluations, and discipline, among others.

Dr. Rumbaugh also instructs juniors in the protections afforded through federal and state employment laws, such as the minimum wage, overtime provisions, working hours and types of jobs for minors, and other relevant issues. Students are assisted with the applications for work permits

and Social Security cards, if necessary. Juniors also participate in the annual Career Day at the high school. In total, twenty-one class hours of instruction in Career Development are provided in eleventh grade.

During the senior year, ten hours of Career Development activities are offered, mostly during Economics and Civics classes. Students review employment resources and job search methods, as well as updating their career plans. Seniors again practice interviewing and receive assistance with applications for post-secondary training and financial aid, if interested.

Each twelfth grader is required to attend three sessions with representatives of post-secondary institutions at Sandy High School in the fall. The students are free to choose which presentations they will attend. Vocational-technical schools, community colleges, four-year colleges, and military recruiters schedule appearances. During the year, seniors also study the changing employment market and learn that job flexibility and retraining will be necessary during their careers.

Interaction of Career Center and Job Club

Dr. Rumbaugh and the Career Center maintain a close relationship with the Job Club through Project ARJO. The Quest program and individual aptitude assessments are offered weekly at the Job Club office for individuals who are interested. (See Appendix C.) Dr. Rumbaugh interprets the results for the youths and provides counseling on job choices and interests.

In addition, he assists with the Employability Skills Workshops for clients who have not received the employability preparation training as juniors in the Career Development/ Personal Finance classes at Sandy High School (as previously detailed.) Over half of the Job Club members need the training since they have dropped out before it was offered or are below the eleventh grade level for which the instruction was designed. More information on the training needs of clients is presented in Sections E and F.

Through Project ARJO, the Career Center and the Job Club cooperate on job placement. Both offices share leads from employers so that openings can be filled as quickly as possible. In this way, good relationships with the community can be maintained. The procedure works especially well for temporary positions such as lawn mowing, child care, and general cleanup jobs. People who want such work done often

have an immediate need. In addition, the individuals often request someone with the proper equipment or transportation to the site.

The role of the Career Center is especially important since Dr. Rumbaugh can contact interested students during the school day so that the jobs called in can be quickly filled. (He is familiar with possible candidates through his work with them during the Career Development sessions.) The Job Club is sometimes at a disadvantage in filling such temporary jobs since some of the clients lack telephones. In addition, such work often appeals to fourteen-year-olds who are prevented by state labor laws from working in most commercial enterprises. Since few youths of that age enter the Job Club, they can be more effectively recruited through the Career Center.

Another cooperative effort of the Career Center and the Job Club involves recruiting youths for positions funded through the Job Training Partnership Act (JTPA). The act is administered through the Clackamas County Employment, Training, and Business Services agency (ETBS). Due to the restricted number of slots available and the higher age requirement during the school year, the main focus is on Title IIB of JTPA: the Summer Youth Employment Training Program. Both the Job Club and the Career Center aggressively publicize the opportunities available for economically disadvantaged youth between fourteen and twenty-one years of age since approximately fifty positions are available for the Sandy area.

The summer program is particularly valuable for fourteen-year-olds who otherwise would have difficulty gaining job experience due to their ages. The Career Center is especially able to attract students of that age through the lists of individuals attending the Career Development sessions. In order to ensure that as many disadvantaged individuals as possible participate, both the Job Club and the Career Center perform the eligibility screening and application process. Qualified individuals then have an interview with the youth counselor from ETBS on one of her trips to the area from her office at Marylhurst, Oregon, which is over twenty-five miles away.

Income requirements for the Job Training Partnership Act are quite rigorous. For a family of four, the total family income cannot exceed $13,240 annually. A two-person family (single parent and teen-ager, for instance) can have an income no greater than $7,810 per year.

For youths who qualify, the Summer Youth Employment Training Program provides approximately ten weeks of work experience

at minimum wage with public or non-profit employers. There are positions available with the U.S. Forest Service, the Sandy Senior Center, and the Sandy Library, as well as custodial and groundskeeping jobs at local school buildings, for example. Through pre-employment training and on-the-job experience, youths learn about the expectations and requirements needed to successfully compete in the labor market. Some of these are cooperation, punctuality, willingness to follow directions, honesty, etc.

The Job Club and the Career Center also work together to recruit teens for seasonal positions such as working on the litter patrol of the Oregon Highway Division, for example. Other youths are assisted in securing jobs with a local cannery which processes strawberries, raspberries, and other area produce. If the individuals have not received the information previously, they participate in the Employability Skills Workshops offered at the Job Club. Dr. Rumbaugh and Gary Knepper share the responsibility for the effort.

Dr. Rumbaugh also refers at-risk students he has identified to the Job Club. In this way, such youths can receive personalized support and attention from a counselor who is not directly identified with Sandy High School. If the student has already dropped out, the Job Club works with the individual to secure employment. Additionally, the person is encouraged to enroll in a GED or an alternative school program. The Job Club counselor also assists with the provision of social services, if required. (See Section E.) Through the combined efforts of the Job Club and Career Center, youths receive a more focused and complete level of service than was possible before Project ARJO.

Section E: Qualitative Results of Project ARJO: Unanticipated Conditions and Effects

Economic Insecurity

An unexpected part of Project ARJO for Gary Knepper, the Job Club counselor, has been the extensive need for social service assistance among many clients. Since he had recently arrived in Oregon from Cedar Rapids, Iowa, he was not aware of the large number of economically disadvantaged families in the Sandy area. Even though it is located only about twenty-five miles from Portland, the major city in the state, Sandy embodies part of "the Other Oregon" which refers to many of the rural areas found here. The "economic recovery" has yet to make its presence felt in the Sandy community.

Access to public services is often difficult due to poverty, geographic isolation, and a lack of social service facilities in the Sandy area. Many residents and Job Club clients live in densely wooded, mountainous locations linked to the outside only by dirt logging roads. As a result, the Job Club serves as an extension of the human services network to put persons in contact with the appropriate agencies.

Some of the problems in the Sandy area were indicated by the 1980 census. They were elaborated upon by economist John Stone of the Oregon State Employment Division in the Business and Employment Outlook: JTPA District 2 (State of Oregon, Department of Human Resources, 1986). At that time, Sandy had a population of 2,905 of whom 732 or 25% were classified as "low income adults in low income families". The preceding individuals were defined as "persons age sixteen and over with a total family income (TFI) of less than $14,000 (Stone, Table A-3). Such statistics were gathered before the massive layoffs and plant closings in the forest products and timber industry in the early 1980's.

Due to the fact of the severe recession and, later, aggressive technological innovation, the number of forest products/timber industry jobs in Oregon has declined by over thirty percent since 1979. As a result, the percentage of low-income individuals in the area has increased. In fact, the Clackamas County Social Services Department (CCSSD) has developed the term "economic insecurity" to describe the condition of many area residents.

According to John Mullin, CCSSD Director, author of A Report on the Five Year History of Clackamas County Social Services (CCSSD, Oregon City, OR, 1987), "economic insecurity" is defined as follows:

> Economic insecurity is that economic condition experienced by individuals and families when they live either in absolute poverty (below a predetermined poverty threshold) or when their economic situation is tenuous or unstable enough (or their income is such) that the loss of even small increments of income or other resources would move them into or precipitously close to poverty status. (CCSSD Report, p. 32)

The report then quantified "economic insecurity" as 150% of the poverty level. (p.32).

As of February, 1987, the poverty level for a family of two (single parent and child, for example) was $7,400 annually.

150% of that income was $11,100. At the time, the poverty level for a family of four was $11,200. 150% of that amount was $16,800 ("CCSSD Poverty Guidelines Fact Sheet", February 20, 1987). CCSSD has determined that nearly forty percent of the residents in the Sandy area are economically insecure according to the previous definition.

Social Services and the Job Club

Based upon his experience, Gary Knepper has estimated that approximately seventy-five percent of the Job Club clients come from economically insecure backgrounds. Therefore, he has become extensively involved in social casework. He assesses their needs, finds what services are available, and acts as an advocate for them to secure help from the particular agencies.

In the support and referral role, the Job Club has assisted homeless persons, developmentally disabled youths, pregnant teens, single mothers, physically handicapped students, individuals needing vocational rehabilitation, and youths seeking help for chemical dependency problems, for instance. He has also established effective relationships with a diverse array of public, nonprofit, and specialized human service agencies. Some examples are the Annie Ross Emergency Shelter, the Association for Retarded Citizens, the Oregon Adult and Family Services Division (Food Stamps), the Oregon Vocational Rehabilitation Division, the Oregon Children Services Division, and the Social Security Administration office in the area (for Supplemental Security Income - SSI).

Some of the Clackamas County agencies involved are the Mental Health Department, the Public Health Department, the Women, Infants and Children's Nutrition Program (WIC), the Community Action Agency, and the Housing Authority. Also important are the Juvenile Services Commission, the Low Income Energy Assistance Program (LIEAP), and the Social Services Department.

The preceding provide only a partial list of organizations through which the Job Club seeks assistance for clients. In addition, the Job Club maintains close relationships with agencies which provide educational alternatives for youths. Examples are the Serendipity Alternative School, the Tri-Cities Alternative Program, the Vocational Options Program, and the Job Corps, which has two sites in the Portland area.

The social service assistance which is furnished is an integral part of the job search process. In this rural area, basic physical or psychological needs must often be addressed

before the job search methodology can be broached. Consequently, the provision of social services helps to ameliorate the conditions of poverty which afflict a majority of Job Club participants. In helping the clients who require social services, Project ARJO empowers the individuals to remove some of the obstacles placed in their paths. Thus, the persons may be more able to benefit from future educational and economic opportunities.

An example of the social service function is provided by the case of a twenty-year old male who had been arrested several times for illegal fishing. He lacked interpersonal skills and functioned at a fourth-grade level academically due to a developmental disability. His primary social experiences and interactions occurred while fishing on a local river with his two dogs. He could not understand why he was not allowed to take fish whenever he wanted, out of season, at the fish hatchery, or without a license.

The Job Club worked with him extensively after he had been referred by his probation officer. Through advocacy, the staff helped him to find woodcutting and treeplanting jobs, which were seasonal in nature, though. He often had problems with the supervisors due to his antipathy toward authority. Several attempts were made to enroll him in programs of the Oregon Vocational Rehabilitation Division located about twenty miles away in Oregon City. However, he was reluctant to leave Sandy since his two dogs were here. Several other agencies were also contacted for assistance.

Because he had not retained permanent employment or entered the Vocational Rehabilitation program, the Clackamas County Attorney moved to revoke his probation. The Public Defender asked Gary Knepper of the Job Club to testify at his revocation hearing about the attempts to help him. Mr. Knepper explained the limited options which seemed to be available and stressed that the Job Club would continue to help in any way possible.

The judge decided to sentence him to thirty days in jail since the client had made little progress during the previous two years of probation. Luckily, however, the youth was credited with the time he had served for an earlier conviction and was released later the same day.

Through the assistance of the Job Club and several other agencies, the client has decided to join his father in the woodcutting and firewood business in a remote area of Washington state. Hopefully, a new location, as well as the attention from the father he has not seen for many years, will make a difference.

Another instance of the social service need was that of a partially disabled twenty-one year old male who was living alone. He desperately needed public assistance to supplement the small income from the part-time custodial position which the Job Club had assisted him to find. The staff helped him complete the forms, organized the records, provided transportation, and accompanied him to the Social Security office as his advocate to enable him to win reinstatement of his Supplemental Security Income. The Job Club also aided him to receive Food Stamps and investigated housing alternatives for him.

Because of the high incidence of economic distress, dysfunctional families, and youth from marginal living conditions, the Job Club provides a concerned, caring environment for young people. As Betty Rankin, an Advisory Board member stated at a meeting, "For many youth, the Job Club provides the only anchor in their lives." Thus, the Job Club welcomes members to continue to use its resources such as the computer, or just to drop in for advice and assistance when needed.

For many of the individuals, the establishment of a small amount of stability is a necessary component of the developmental process at the Job Club. By building upon the trust established with clients, the counselor can encourage other positive behaviors. Thus, the importance of continuing their educations is stressed to dropouts and potential dropouts, in particular. Information about educational alternatives, G.E.D. classes, and training opportunities, such as the Job Corps, are an integral part of the Job Club process.

The provision of human services has also proven to be an effective tool in the recruitment of members for the Job Club. Without such assistance to persons in need, the Job Club (Project ARJO) might not be able to attract the numbers of clients needed for an effective program. In a rural area such as Sandy, much information is spread informally through word of mouth. As a result, relatives and friends of the individuals helped often decide to participate in the Job Club. Additionally, the contacts established with other social service agencies have provided many referrals of new clients who have attended the Job Club sessions and benefited from its services.

Cultural Background of Residents

In order to understand the need for many of the services and training which the Job Club provides, an overview of the culture of the area is necessary. Many of the residents are

just a few generations removed from the two historically recent large migrations which brought new inhabitants to western Oregon.

One wave occurred in the early part of the Twentieth Century and brought in many settlers from rural Appalachia. The later influx involved large groups from rural Oklahoma, Kansas, Arkansas, Missouri, and the Dakotas during the Depression and extended through the years immediately following World War II. Many of the new arrivals settled in isolated rural areas similar to their former localities. They often depended on subsistence hunting, fishing, trapping, woodcutting, and bartering in the mountainous, forested locations where they chose to settle.

Even today, a surprising number of the current residents continue to be engaged in similar economic activities. Thus, many of the people in the area still maintain a fiercely independent "frontier spirit". For a large number of individuals, their attitudes are incompatible with acceptance of the routine expectations required in a rationalized, post-industrial society in the late Twentieth Century.

Consequently, many of the offspring lack perception of the middle-class attitudes and behaviors which are the prevalent standards for accomplishment and success (perhaps even survival) in educational and employment settings. (The preceding does not mean to indicate that the modern societal values are intrinsically superior or valid, but simply that they comprise the social reality which individuals will face, either directly or indirectly.)

The cultural background of many inhabitants in the area often produces an outlook which would have been more appropriate a hundred years ago. For example, some Job Club applicants have asked, "What jobs are available in the forest so I won't have to work with other people?" As previously indicated, the number of timber industry jobs in Oregon has declined by over thirty percent since 1979.

Also the employment situation will worsen as the result of new federal laws and regulations reducing the amount of timber cut in the national forests. The federal initiatives mandate the U.S. Forest Service to concentrate on promoting multiple uses of its lands so that recreational, environmental, tourist, and other interests can more effectively share a vital natural resource. In any event, even loggers must work together in a cooperative division of labor to harvest trees as well as to produce a finished lumber product for sale.

"Frontier" attitudes manifest themselves in other ways as well. Even for the clients who have transportation (a definite minority), trying to persuade them to conduct part of their job search in Gresham, a city of over 40,000 people located twelve miles away, is often very difficult. Especially frustrating is attempting to coax older out-of-school clients to apply for positions in Portland, which is about twenty miles away.

Other employment counselors dealing with rural Clackamas County clients mention the same situation. There seems to be a deep-seated fear among many rural residents about the "big city" with its "urban perils", which to them seem very real. Portland is definitely not Los Angeles or one of a number of other large urban centers with which the Job Club staff is familiar.

The Portland population is only about 375,000 while the three-county metropolitan area contains slightly more than 1,000,000 residents. Portland has a good public transportation system. Also the street network is well-designed and easy to understand. Similarly, the city has a good expressway network and wide main thoroughfares which are easily accessible except during the relatively brief morning and evening "rush hours".

The desire, or necessity, of many clients to confine their job search to Sandy presents a real challenge to the Job Club. Many of the retail operations in town are extremely small family-run businesses with only three or four employees, most of whom are often relatives or close friends of the owner. Small hairstyling shops, gas stations, and diners are examples.

Such enterprises have a very high rate of turnover. From July, 1986, through September, 1987, fourteen have closed while nine new ones have opened. Luckily, there are some chain stores, as well as several franchise restaurants and fast-food outlets which have opened in the last few years. Many of the preceding establishments cater to the large number of skiers and outdoor enthusiasts traveling to Mt. Hood. There are also a few light manufacturing enterprises where youths over the age of eighteen can apply. In addition, there are many plant nurseries and small produce farms in the area, which need seasonal labor.

Thus, the Job Club constantly encourages anyone who has access to car-pooling, ride-sharing, etc. to check out leads in Gresham, as well as in Sandy. Many eventually, albeit reluctantly, come to the conclusion to broaden the area of

their job search. However, some clients still resist. One person indicated that even Sandy was too big - he preferred a town of about two hundred people in the isolated high desert region of eastern Oregon.

Attitudes Toward Taxes and Education

Another reality of rural Oregon is the very real hostility toward taxes, even when required for such essential purposes as support of the public schools. In Oregon, citizens must approve tax levies for schools at regular intervals, often annually or every other year. Such levies are often defeated, even three or four times, before final passage. Repeated rejection is especially prevalent in rural areas.

Usually, the funds are approved only when school closures are imminent. (Sandy Union High School had several votes before the citizens approved the property tax request in the fall of 1986.) In some instances, residents will actually permit schools to close for a time in order to force draconian cuts in the budget.

The preceding happened in December, 1986, in the Estacada School District, which is only ten miles from Sandy. Estacada was required to drop many courses and activities, as well as lay off staff, in an attempt to remain within the drastically reduced bare-bones budget finally approved by the voters. Only in this way would the electorate vote some funds for the schools to reopen.

Such tactics can be used against any school district that does not have a "tax base" - an established property tax levy that automatically increases about six percent per year to keep up with rising costs. However, the tax base must also be initially approved by voters, which is a very difficult task. Property taxes are quite high in Oregon due, at least in part, to the fact that Oregonians have repeatedly rejected (by over-whelming margins) a state sales tax in numerous referenda over the past two decades.

There seems to be a desire in much of rural Oregon to spend as little as possible on education. Such feelings appear to be related to the previously discussed "frontier" attitudes and a longing for social isolation. It often looks as though many rural residents want to reject the technological requirements of the Twentieth Century and retreat into the past.

The romanticization of the individualism and self-sufficiency that supposedly existed years ago on the "frontier" gives

rise to the feeling among some citizens that "advanced" education (meaning high school in some cases) is not really necessary. The Job Club staff has heard clients state on several occasions, "My father (grandfather, uncle, etc.) just went through the _____ (sixth, eighth, etc.) grade, and he did all right."

Comparison With the Upper Midwest

The attitudes prevalent in the Sandy area are not characteristic of all rural locations around the nation. Gary Knepper has worked extensively in, and is very familiar with, agrarian areas in the Upper Midwest, especially Iowa, Minnesota, and Wisconsin. In these states, country residents are generally "conservative." However, the attitude pertains to "conserving" a way of life for themselves and their children.

Incorporated into the outlook is preservation of local ownership of the land, the importance of working together in the enterprise, and the hope of having one of the family own and operate the farm after the retirement or death of the parents. Such values are diametrically different from the reaction and retreat which seem to characterize attitudes in much of rural Oregon.

As an indication, most farmers in the Upper Midwest are very concerned about their local schools and the quality of education which their children receive. Residents of several small school districts in Iowa, for example, have voted to voluntarily impose a state income tax surcharge to raise increased revenue beyond the monies provided by the local property taxes and educational aid from the state.

The surcharge furnishes funds for additional educational programs and offerings which the district patrons feel are necessary to ensure high educational standards. The mere thought of permitting schools to close for lack of funds, as happens in Oregon, would be inconceivable to most rural residents of Iowa.

Along the same line, most Iowa farmers are aware that a good public school education, and often post-secondary training, is required to enable agriculture to compete in the international marketplace. A large number also realize that not all of the youths who want to become farmers will be able to do so because of the high start-up costs and the trend toward ever-larger operations. Therefore, sound educational backgrounds are essential for the offspring who move to urban areas where jobs are more plentiful.

To reiterate, the preceding attitudes, which are common in much of the Upper Midwest, are strikingly different from those evidenced in the area of rural Oregon where the Job Club is located. While Iowa farmers want to preserve as much of their current lifestyle as possible, they also know that change is inevitable and that their children must be ready for it. In much of Clackamas County, Oregon, however, there is a palpable animosity toward the necessity to adapt and prepare for life in the latter part of the Twentieth Century.

Perhaps the dissimilarity in cultural values is an underlying factor in the significant difference in high school completion rates between Iowa and Oregon. The 1984-1985 graduation rate for high schools in the state of Iowa was 86.5%. For Oregon during the same time period, the rate was 72.7%. The national rate was 70.6%. (Data compiled by the Center for Educational Statistics; Office of Educational Research and Improvement; U.S. Department of Education.)

The disparity existed between the two states despite similar populations, rural/urban distributions, small minority populations, and the lack of major urban centers comprised of millions of residents. (These are factors that often affect dropout rates.) In 1980, the population of Iowa was 2,913,808 while that of Oregon was 2,633,156. (The World Almanac and Book of Facts-1987 (Pharos Books, New York, pp. 261, 269.) Each state contained fewer residents than the populations of most major metropolitan areas.

Iowa was not alone in its impressive graduation statistics. The neighboring states of Minnesota and Wisconsin had graduation rates of 90.6% and 84.0% respectively. (See previous Department of Education cite.) Both had larger populations and metropolitan areas than either Iowa or Oregon. The 1980 population of Minnesota was 4,075,970 while that of Wisconsin was 4,705,642. (The World Almanac and Book of Facts-1987, pp. 264, 273.)

The preceding states served as a frame of reference since Gary Knepper, the Job Club counselor, was most familiar with them. In addition, they appeared to share demographic characteristics with Oregon, as was just indicated. However, the dramatic differences in high school completion rates between Oregon and the other states lent credibility to the importance of cultural attitudes as a factor in the process. Indeed, when the dropout results from the Sandy High School class of 1986 (see page two of this report) were formulated using the preceding method, the graduation rate was approximately 66.0%.

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Section F: Program Responses and Adaptation to Local Conditions

The previous section outlined the economic insecurity and distinctive cultural backgrounds prevalent among clients from the area. This social reality affects Project ARJO operations as well. For example, after becoming familiar with the staff, several youths have mentioned their feelings of apprehension during their initial contact with the Job Club office. A primary reason for the reaction is their fear of the unknown. Most of the teens lack knowledge of the expectations and behaviors usually found in an office setting.

To overcome the uneasiness of many of the new clients, the Job Club is operated on an informal basis. Youths call the staff by first names, for example. Additionally, Gary Knepper and the clerical assistant usually wear casual attire to help lessen the perceived social distance between the staff and clients. In this way, the Job Club strives to make the applicants feel comfortable so they will return. In fact, on the occasional morning when Mr. Knepper wears a sport coat and tie prior to a meeting, the youths who come to the office seem more inhibited and tentative than on other days.

Due to the differential cultural attitudes and the related lack of social skills among many clients, the simple act of calling or coming to the Job Club can be an intimidating experience. There have been numerous instances of youths who call to seek information or to make appointments, but then do not appear at the scheduled times. Several days later, the Job Club contacts the persons and asks if they would like to come in at a new time which is convenient for them.

Thus, in order to accommodate clients, the Job Club has become very flexible. A majority of the new applicants drop in unannounced. To ensure continued attendance, the youths must be assisted at the time of the initial visit. After the teens see the current job leads on the blackboard and receive information on how the program works, they can usually be scheduled for later sessions of the Job Search and Employability Skills Workshops.

For many of the persons from outlying areas, transportation is a major problem. (This is also an important reason why many of the telephone appointments are not kept.) As a result, the schedule for succeeding sessions must often be tailored to fit the times when a friend or relative is coming to Sandy. The Job Club staff adapts to such realities in order to assist as many people as possible.

The Job Club also aids clients by providing advice and informal counseling when requested. Teenagers often have concerns related to school or personal situations about which they need assistance. Often the youths feel more at ease asking the staff a question since the counselor can offer information which they can then use to make decisions. The Job Club has a large variety of pamphlets and brochures to help answer queries, as well as direct access to agencies for further assistance.

The counseling and support which the Job Club provides is offered on a nonjudgmental basis. The youths are treated as persons seeking information needed to make difficult choices. In making their decisions, the teens do not need lectures or criticism - many have already received such treatment from other adults. The Job Club staff tries to present a balanced approach to the problem.

Thus, the Job Club counselor provides options and explains the consequences of particular choices. In addition, clients are given the names of professionals or significant role models who the youths may feel comfortable contacting. However, the staff stresses that the ultimate decision rests with the individual. Clients have presented the Job Club with almost every problem imaginable - domestic disputes, chemical dependency, public health problems, and criminal justice involvement, for example.

Employment Concerns

Clients often have questions about certain employer practices, such as overtime or other wage provisions. The Job Club has resource materials relating to state and federal employment laws. Thus, general questions can usually be answered by the staff. For individuals who have case-specific matters, however, they are helped to receive further assistance from the Portland office of the Oregon Bureau of Labor and Industries. It enforces wage and hour regulations which would affect most Job Club members. The Bureau can also provide information and referral relating to possible employment discrimination issues.

At the Job Club, the staff stresses to the members that poor treatment by a particular employer is not indicative of the work world as a whole. It is very important to emphasize that some supervisors have very poor human relations skills, often due to a lack of training. The preceding situation is especially true among small businesses. Such advice and counseling can prevent individuals from becoming traumatized by a negative evaluation or outcome,

especially if they have tried their best in the situation. The preceding is particularly critical since the jobs found through the Job Club are often the first instances of permanent employment for many teens.

Sometimes the problem results from a lack of communication between a supervisor and an employee. Occasionally, a business (usually a "fast-food" outlet) will over-estimate the need and hire too many new employees. Rather than straightforwardly explaining the situation, some supervisors will schedule workers for only three or four hours per week in the hope that some will quit. The Job Club cautions new clients about such situations at a particular employer. If the business is receptive, the Job Club can bring the problem to the attention of the manager by stressing that unhappy employees can negatively affect customers and, thus, profits.

Teens are also advised to be wary of certain types of openings which they may see advertised. Jobs which offer extremely high remuneration, while requiring few apparent skills, are often suspect. The staff indicates that jobs which seem too good to be true should be avoided.

Many of the positions are actually for commission sales. Selling in this way is difficult in Sandy due to the economy and the reluctance of people to buy from unknown companies from outside the local area. Additionally, door-to-door or telephone sales efforts confront the common attitude of residents to be left alone, especially by individuals whom they do not know. Most of the Job Club clients lack the aggressive self-confidence necessary to produce high sales volumes. Consequently, most teens decline to apply for such jobs after receiving explanations of what is involved.

Additional Components of Job Club Sessions and Services

Due to the lack of social skills and the cultural backgrounds of most clients, the Job Club must spend significant amounts of time on the basic steps of the job search process. The preceding is particularly true for many of the younger individuals. Many of the fifteen-year-olds have never filled out an application. Indeed, many have never even asked an employer for one.

Thus, the staff explains that the application is used as a screening tool. Sample applications from McDonald's and other companies are available for practice. The counselor emphasizes the importance of correct spelling and legibility, as well as the significance of filling out the forms completely and accurately. Such simulation has proven very

beneficial to clients who usually have had little previous exposure to standard employment documents and requirements.

For the preceding teens, and many older ones as well, the Job Club staff offers to assist in the completion of actual applications from businesses where they would like to work. In this way, the Job Club helps to overcome the writing and reading deficiencies, as well as apprehension about the process, which many of the at-risk youths and dropouts exhibit.

Another very important part of the Job Club sessions, especially for the just-mentioned population, is the time spent with individuals helping them to become cognizant of their strengths and experiences which may be useful in the job market. The resume development procedure is an excellent way to foster awareness of the abilities and attributes which will appeal to a prospective employer. (Manual, pp. 11-19.) Thus, the staff encourages the clients to think about all of their past experiences. Even simple tasks or temporary jobs, such as childcare, mowing of lawns, housesitting, or taking care of animals, teach responsibility and indicate initiative.

Additionally, the youths are asked to list their activities and hobbies. Participation in 4-H, Boy or Girl Scouts, church youth groups, band, choir, sports, drama, and volunteer efforts all indicate the learning of important socialization and human relations skills. Hobbies can provide evidence of special strengths and abilities which show an employer the whole person. Thus, experience in woodworking, bicycle repair, foreign language, skiing, fishing, hunting, and related interests can be examples of personal development.

Many of the experiences and activities provide organizational and personal skills which are transferrable to the work situation. Such information helps set the person apart from the average anonymous applicant. Skill in one area, such as auto mechanics or auto body repair, may compensate for the lack of formal academic skills (depending upon the particular employer.) Several clients have utilized their interest in automobiles to find jobs as helpers or apprentices in repair shops, even though their reading and writing proficiencies were far below average.

Often when teens begin the resume development exercise, they do not think that they have any experience or "have ever done anything." After completion of the resume form, however, most are amazed with what they have done and what skills they do have. (Of course some individuals look much more impressive on paper than others, but everyone has done something.)

Extensive interview rehearsal and role-playing build upon the attributes "discovered" during completion of the resume.

Because of the disadvantaged backgrounds of many clients, the Job Club particularly emphasizes the work expectations of employers. (The training provided through the Employability Skills Workshops has been previously highlighted in Section D.) Thus, the counselor stresses such factors as a willingness to follow directions, honesty, a capacity to work well with others, and regular, punctual work attendance, for example.

Also covered in the sessions are the necessity of keeping customers satisfied, the ability to take criticism, and the importance of demonstrating responsibility. Such attitudes and behaviors are encouraged by reminding youths that the business has standards for workers who want to remain and get a paycheck. The emphasis on particular topics depends upon the background of the client. The responsibilities of the employer are also discussed.

In addition, the Job Club emphasizes that completion of a high school education is a necessary factor in the employment market. While entry-level jobs may be acceptable at ages sixteen or seventeen, they do not usually lead to long-term careers. Therefore, the counselor constantly advises dropouts of the options available to complete high school. The information is particularly relevant when clients complain about having to work at "fast-food" outlets for the minimum wage or the lack of advancement opportunities in their jobs.

The Job Club also permits clients to use the office telephones as message numbers when submitting applications for employment. Due to the high number of economically insecure families in the area, the lack of telephone service is a very important barrier to securing employment.

Often the message service is not convenient for the Job Club staff, but it provides one of the few effective options for individuals without access to such a vital means of communication. Persons who use the Job Club to receive messages are reminded to stop in regularly in order to find out whether prospective employers have called. Messages are also received from social service and public agencies, such as health clinics, welfare offices, the Food Stamp office, and the Oregon State Employment Division.

Getting job leads to youths without telephones who do not check in regularly is another problem. Some have friends

or relatives with telephones who can get information to the person. The mail can also be used since delivery is usually the next day. In urgent circumstances, one of the staff may take the message to the residence of the client. However, the preceding is not practical for the individuals who live in remote rural locations.

Because of the numerous obstacles to employment which have been outlined in the report, clients are continued indefinitely on the Job Club active files. The individuals contact the office or are called regularly to receive information about job leads related to their interests. A few have been on the active list for over four months, especially for students who are in school. Some of these persons are "waiting for the right job to come along."

Since many of the clients have experienced failure in the educational system or in other situations, there may be a lengthy period before the youths gain enough self-confidence to risk possible rejection. However, as the result of the support and encouragement provided by the Job Club, including the invitation to stop in or call for assistance at any time, most clients overcome their feelings of anxiety and engage in the job search process. In fact, of the persons who successfully find employment, over ninty percent do so within two months after completing the Job Search and Employability Skills Workshops.

Knowing the trepidation felt by many at-risk youths and dropouts when confronting new situations, the Job Club staff tries to be as positive as possible about the abilities and goals of the clients. In fact, one eighteen year-old female remarked after numerous visits, "You always give me a lot of reassurance when I come in. You make me feel better." (She was assisted to find a position in a retail store which she enjoyed. Approximately eight months later, she finished her G.E.D. degree.)

The successful employment outcomes of clients are used to motivate new applicants and individuals still seeking jobs. When the Job Club learns that a member has been hired, the staff puts his or her name, job, and employer on a brightly colored sheet of paper and attaches it to the wall in the Job Club office. There is wall space for about eighty of the posters. The display indicates to clients that other members were successful and serves to reinforce the Job Club method. When new applicants see the names of people whom they know, the wall display is an especially effective motivational tool. The listing is updated periodically to reflect the accomplishments of more recent participants.

Community Resource

By the end of the first year of the Excellence in Education grant (September 30, 1987), a significant accomplishment of Project ARJO has become evident. The Job Club has developed into an established well-accepted community resource in the Sandy/north Clackamas County area. Approximately fifty percent of the new clients enroll in the Job Club as the result of the informal word-of-mouth network of former participants who have benefited from the program.

Job Club fliers and business cards continue to be placed in public locations when the previous supplies are exhausted. An occasional classified advertisement in the newspaper is also useful to inform newcomers to the area or those who may have overlooked the program in the past. (See Attachment #6.) About twenty-five percent of the clients are attracted by such sources and the remaining twenty-five percent are referred by Sandy High School and social service agencies. When the new telephone directories are published in December, 1987, the Job Club will have a listing under "Employment" in the "yellow pages" section. The notice is being offered at no charge as a promotion by the area telephone company.

Also the Job Club has become an integral part of the Clackamas County Information and Referral Network through the listing in the Clackamas County Directory of Human Services (See Attachment #7.) In addition, the Job Club is listed on the master telephone index used by Clackamas County Information and Referral specialists when answering questions from the public, informing other agencies, or performing client advocacy. (See Attachment #8.)

Being a part of the system is a tribute to the stability of of the Job Club and the willingness of the staff to provide whatever assistance the clients require. The listings also allow the Job Club to reach more at-risk youths and dropouts through involvement with personnel of other agencies who might not have been aware of the program otherwise.

The Job Club also participates in the Clackamas County Human Resources Fair held each fall at Clackamas Town Center, a large regional shopping mall in Milwaukie, Oregon. Approximately fifty social service and nonprofit agencies participate in the outreach effort. The Fair has proven to be an effective way of informing the public about the range of services available in Clackamas County.

Sharing With Other Agencies

Gary Knepper, the Project ARJO counselor, also shares the treatment methods, procedures, and results which have proven effective at the Job Club. Other agencies in the Portland metropolitan area which are interested in the problems of at-risk youth have contacted him. For example, the East County Youth Service Center in Gresham and the Clackamas County Housing Authority in Oregon City both visited the Job Club to acquire first-hand information which could be used for developing youth employment programs to serve their target groups.

Mr. Knepper has also participated in forums with groups concerned with meeting the needs of youth. In the spring of 1987, for example, he assisted with the Youth-At-Risk Conference in Gresham and the Clackamas County Juvenile Service Commission public hearings in Oregon City. Additionally, he participated in the United Way Community Forums which were organized to conduct needs assessments in Clackamas County locales, including Sandy. The information was gathered to help social service agencies in the county more effectively respond to area problems.

In order to further disseminate the results of Project ARJO, a presentation was given at the annual conference of the Confederation of Oregon School Administrators (COSA) at Seaside, Oregon on June 26, 1987. (See Attachment #9.) Dennis Crow, Principal of Sandy High School; Dr. Welcome Rumbaugh, Career Center Director; and Gary Knepper, Job Club counselor, were responsible for two "professional growth sessions" or small-group seminars at the convention. Information was given on the Excellence in Education grant as well as the philosophy, development, methods of operation, and results-to-date of Project ARJO.

Another very positive aspect of Project ARJO is the relationships which have been established with employers in the Sandy area. Through the extensive organizing and outreach efforts which the Job Club has conducted, businesses have been made aware of a ready supply of potential employees. The staff acts immediately upon employer requests by calling Job Club members who are looking for work. Thus, businesses benefit by being able to hire quickly and youths are helped by the opportunity to work in the local area.

Award

An indication of the high regard for the accomplishments attained by the Job Club/Project ARJO was evidenced by the presentation of the Howard J. Blanding Award to Gary Knepper

at the annual Parrott Creek Ranch Awards Dinner on May 7, 1987. The Award was named for one of the founders of the agency. Parrott Creek Ranch operates a residential treatment program for youth, provides family counseling services, and helps support the Job Club. (See Attachment #10.)

The presentation by Judge Blanding, as well as the plaque, acknowledged "dedicated service over and beyond the ordinary by volunteers, student interns, and other community supporters of Parrott Creek Ranch." It was given in recognition of the development and growth of the Job Club in the Sandy area where there are few public services and innovations originating from outside the community are often regarded with suspicion.

The award helped to compensate for the seventy-five to eighty hour weeks which Mr. Knepper worked in the summer and fall of 1986 while a VISTA Volunteer in order to develop Project ARJO into a successful program. Such an effort was necessary since the Job Club could afford only a part-time clerical assistant to help with the day-to-day activities.

Section G: Quantitative Outcomes of Project ARJO

The statistics compiled for this section encompass the period from July 9, 1986, when the first Job Search and Employability Skills Workshop was held through September 30, 1987. Since part of the first quarter had elapsed before Sandy Union High School was notified of the grant award, the U.S. Department of Education extended the program year for Project ARJO through the end of September. Due to the additional time, the mandated client service and placement goals were adjusted accordingly.

After completion of the first program year, a follow-up study was conducted of all Project ARJO clients. The goal was to contact each person in order to ascertain current educational and employment status. The first information-gathering round was conducted by telephone. For individuals without phone service, the Job Club clerical assistant left instructions at the message number for the former clients to contact the office.

After statistics had been gathered from the initial round, the clerk again attempted to contact the persons who had been unavailable or who had not responded. If, after several attempts, the specific client could not be contacted directly, the information was obtained from a parent,

guardian, or other adult at the residence. Such assistance was particularly helpful to determine the status of youths who had moved to another area or who were living at a location where there was no telephone. Twenty-seven former clients were in the preceding category, but adult relatives were able to provide data on eleven of them.

In the telephone survey, each person was provided with the following information:

"This is the Job Club. We are calling everybody who came through the program in the last year. This follow-up is necessary for our continued operation. All your answers are confidential. No one else will know how you answered."

Then the following questions were asked:

1. "Do you presently have a job?"

2. If the answer was "yes", then "Where are you working? What do you do there?"

3. "What other jobs have you held since you came to the Job Club?"

4. "Are you attending school?"

5. If the answer was "no" or the client was a dropout, he/she was then asked, "Are you enrolled in a GED or other program to finish high school?"

6. In closing, the clerk asked, "Is there any way the Job Club can help you?" For dropouts, they were reminded about GED and alternative school programs. Unemployed individuals were reminded that they could come to the Job Club and use its services again.

Employment Statistics

Project ARJO has consistently met or exceeded the quarterly goals established for the program. Under the revised guidelines, 361 clients were to be assisted. By September 30, 1987, 374 had actually been helped. A goal of 245 job placements had been mandated. Actual outcomes show that 316 clients were successful in obtaining employment. In addition, the follow-up survey found that 89 clients secured one or more additional positions.

Thus, a total of 428 jobs were obtained from July 9, 1986, through September 30, 1987. See Table 1 on the next page

Table 1: CLIENTS PLACED - PROJECT ARJO
(Includes clients with more than one job)

Office Work	14	Installers	3
Clerks	32	Service Station Attendants	22
Fast Food	59	General Labor/ Landscape	37
Restaurant	47	Park Workers	13
Baker	11	Highway	11
Childcare	13	Agriculture	44
Housekeeping	5	Production	29
Janitorial	12	Health Aide	15
Health Club Attendant	2	Driver	2
Automobile	11	Military	4
Maintenance/ Painting	21	Animal Work	3
Construction	14	Job Corps	4
		Subtotal	428
		+ Jobs for adults over age 24	+ 51
		Total	479

Job classifications are explained on next page.

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JOB CLASSIFICATIONS

OFFICE WORK: Secretaries, receptionists, office aides, dispatchers, etc.

CLERK: Sales clerks in retail stores, courtesy/carryout clerks in grocery stores, inventory clerks, cashiers, etc.

FAST FOOD: All positions at establishments such as McDonald's, Burger King, etc. Also delicatessen helpers.

RESTAURANT: Full-service operations with positions as dishwashers, buspersons, hosts/hostesses, waiters/waitresses, food preparers, etc.

BAKER: Doughrollers, bakers, bagel production, etc.

CHILDCARE: Long-term or live-in child care only.

HOUSEKEEPING: Hotel/Motel maids, housecleaning services, etc.

JANITORIAL: Cleaning offices, shops, commercial buildings, etc.

HEALTH CLUB ATTENDANT: Self-explanatory.

AUTOMOBILE: Automobile detailing and body work, mechanical service and repair.

MAINTENANCE/PAINTING: Maintenance, repair of equipment, house painting, interior painting, etc.

CONSTRUCTION: Carpentry, remodeling, repair, drywall, etc.

INSTALLERS: Installation of carpet, pools, etc.

JOB CLASSIFICATIONS (CONTINUED)

SERVICE STATION ATTENDANT: Self-explanatory.

GENERAL LABOR/LANDSCAPE: Landscaping, laying barkdust, weeding, planting, gardening for property owners, lawn care, woodcutting, etc.

PARK WORKER: General labor for U.S. Forest Service, Youth Conservation Corps, county and city parks, etc.

HIGHWAY: Roadside litter patrol.

AGRICULTURE: Nursery work, planting, fertilizing, potting, transplanting, etc. Building fire trails, commercial reforestation, slash burning, Christmas tree harvesting, etc.

PRODUCTION: Assembly line work, such as factories and canneries. Also mechanical crop harvesting, production machines, logging, welding, sawmill workers, etc.

HEALTH AIDE: Health-related occupations, such as nurse's aide, mental health aide, treatment aide, etc.

DRIVER: Merchandise delivery, truck drivers, etc.

MILITARY: Self-explanatory.

ANIMAL WORK: Kennel assistant, veterinarian assistant, trainer of horses, stable hand, racetrack dog handler.

JOB CORPS: Federal training and employment program.

for a summary of employment statistics. (The table did not report casual labor jobs lasting only a day. There were 63 of these).

The previous statistics also did not include 57 clients who were over twenty-four years of age. When these individuals were added, a total of 431 clients went through the program. Adults are helped for several reasons. First, there are no other employment offices in the area. Second, many of the persons are referred by other social service agencies with which Project ARJO has close working relationships. Reciprocity and cooperation are vital to the success of Project ARJO and to meeting the ongoing needs of its clients.

Also, the adults help publicize the Job Club to friends and relatives so that more youths will become involved. Finally, the VISTA program was created to enable individuals to overcome the debilitating effects of poverty on their lives. Most of the adults suffer from the same economic insecurity as the younger clients. A majority are also high school dropouts. Therefore, as a VISTA Volunteer, Gary Knepper helps the adults find employment. 51 found jobs, but these are listed separately from the youth employment totals mentioned previously.

The employment statistics which have been reported are a very significant accomplishment for the Sandy area. The client and placement numbers used for the original grant application to the U.S. Department of Education were based upon the summer experience of the Oregon City, Oregon, Job Club. However, the Oregon City program serves several Portland suburbs with a combined population base several times larger than that of Sandy.

Because of the size of the Oregon City service area, there are a greater number and more diverse employment opportunities for youth. For example, the area contains Clackamas Town Center, one of the largest regional shopping malls in the Pacific Northwest. Also the Oregon City, Lake Oswego, West Linn, Gladstone, Milwaukie, and Clackamas region has a more robust economy and a much more stable middle-class population base than exists in the Sandy locale. Transportation, educational resources, and socioeconomic status of clients are dramatically different from the situation in Sandy.

Wage rates in the Sandy area are generally low. Well over seventy-five percent of the jobs listed on Table 1 begin at the minimum wage of $3.35 per hour. Even most of the

production openings, such as in a cannery or a factory, rarely exceed $4.00 per hour to start. Some construction positions or sawmill jobs start at $5.00 per hour, but relatively few Job Club clients possess the required skills.

The wages are one of the reasons for Job Club participants changing jobs. Another reason is that most of the youths are receiving their first significant employment experience. As a result, many are exploring the different types of jobs available. Also some of the jobs are seasonal. This is especially evident for the openings in the job classifications of "agriculture," "general labor/landscape," and "highway" for example.

Educational Outcomes

Table 2 indicates that Project ARJO has assisted clients from different backgrounds and age groupings. As has been extensively detailed elsewhere, such a flexible service strategy is necessary for success of the program in the Sandy area.

204 in-school youths went through the program. 93 females and 111 males comprised this group. Table 3 provided the distribution by grade level. Due to the relationships which had been established with other agencies, Project ARJO has served clients from several other districts as well as Sandy High School. However, grade reports were not available to Project ARJO from those schools. Therefore, academic records through Sandy High School allowed tracking of 64 of the 93 females and 72 of the 111 males.

At-risk students were identified primarily by grade point average (G.P.A.) Examination of grade reports showed that students with G.P.A.'s below 2.0 on a four-point scale received an extremely high percentage of F's which were impeding their academic progress. Such students often had a high number of absences, but the data were not sufficiently predictive to be used as indicators without further analysis. In the current study, therefore, at-risk students were those whose GPA was below 2.0.

By the preceding definition, 28 of the 64 females for whom records were available were at-risk. Their cumulative G.P.A. was 1.32. Of the 72 males with academic records, 47 were at-risk. The cumulative G.P.A. was 1.16. In contrast, the females and males who were not at-risk had overall grade point averages of 2.7 and 2.4 respectively.

Table 2: Educational Outcomes

	Male	Female	Subtotal
In-school students when originally served by Project ARJO	111	93	204
Graduated - from previous line	23	21	44
Number of graduates attending post-secondary education/training	7	9	16
Students continuing in school after ARJO	82	69	151
Dropped out after ARJO	6	3	9
Later returned to high school or GED after employment - from previous line	4	1	5
High school graduates served by Project ARJO	22	26	48
Number of graduates attending post-secondary education/training after ARJO - from previous line	5	3	8
Dropouts served by Project ARJO	62	45	107
Dropouts who returned to high school after ARJO - from previous line	5	6	11
Dropouts who enrolled in GED after Project ARJO	33	25	58
Dropouts who completed GED - from previous line	14	13	27
Clients ages 22-24 served by ARJO	4	11	15
Totals	**199**	**175**	**374**

(44A)

Table 3: In-School Students

Females

Grade Level		Number
8th		2
9th		18
10th		21
11th		30
12th		22
	Subtotal	93

Males

Grade Level		Number
8th		5
9th		29
10th		27
11th		23
12th		25
Special Education		2
	Subtotal	111
	Total	204

Without access to the records of the other in-school youths, this report probably significantly understated the numbers of at-risk students served. Such an assessment was based upon the economic and social backgrounds of residents of the area as detailed in Section E. The questions in the follow-up survey attempted to address the under-representation of at-risk youths by asking about current school attendance or enrollment in a GED or other high school completion program.

In an effort to determine the effect of the Job Club/Shared Praxis method and job experience on academic performance, the grades of participants were examined for the semester just before and just after the treatment. After comparative review of the academic records, a change of .4 letter grade for the semester following treatment was selected as significant. (Smaller changes might have had less importance).

Of the 64 females for whom records were available, 23 increased their letter grade by .4 or more while 6 declined by at least that amount. 35 females kept their grade changes below the threshold. For the 72 males with grade reports, 20 increased .4 or more between semesters, while 11 declined, and 41 remained within the margin.

Table 2 provides the statistical information on Project ARJO. Most of the categories are self-explanatory. For the 107 dropouts who were assisted, 6% had left school in the 8th grade; 22% in 9th grade; 37% in 10th grade; 24% in 11th grade; and 11% in 12th grade. The GED participant total includes 13 who were enrolled in an alternative program, primarily the Tri-Cities School in Oregon City. The program concentrates on GED preparation along with other emphases, such as employment skill development, career exploration, and interpersonal skill enhancement, for example.

Project ARJO has found that different categories of clients have varying numbers of contacts before securing employment. For in-school youths who were not at-risk, an average of 5 contacts were recorded. At-risk youth evidenced approximately 9 contacts, while dropouts had nearly 12.

Conclusion

The current report on the first grant year of Project ARJO provided a thorough review of the philosophy, methodology, and day-to-day procedures which were utilized to develop and operate the program. Since the funding from the U.S. Department of Education was in the form of a demonstration grant, Sandy High School wanted to provide extensive

information which could be used to replicate the project elsewhere in the country. As a result, the statistical analysis was not as detailed as some readers might prefer.

Data on the relationships among subgroups and more specific tracking of particular clients, such as those at-risk, will be emphasized in the report for the second year of Project ARJO operation. The provision of such information will be possible then because major changes in the treatment process are not anticipated. As a result, more of the report preparation process will be available for data analysis. In addition, the long-term effects of Project ARJO treatment should become more evident by the end of the second year.

The Advisory Board has been very impressed with the accomplishments of Project ARJO during the first grant year of operation. Consequently, the Board has been considering options to continue funding after the grant expires. All the members agree that the program is very important to the community. The problem is the extremely tight budgets of most agencies due to the severely restrictive methods of public financing in Oregon. However, the City of Sandy and Sandy Union High School are committed to finding resources that might be available for the program.